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ABSTRACT

The views of 1,105 faculty members at seven diverse colleges and universities relating to pay-promotion criteria were surveyed. In addition, the parallel-perceptions inquiry enabled comparison of the views of 36 Harcum Junior College faculty and those of 1,069 faculty representing large, medium, and small colleges, both public and private. Findings are as follows: virtually all of the faculty stated that teaching effectiveness should be a major factor in faculty pay-promotion decisions; a majority thought that teaching effectiveness should be more important in pay and promotion matters than they perceived it to be in actual practice; a majority of the Harcum group perceived only seniority to be very important in actual pay-promotion decisions, whereas a majority of the non-Harcum respondents perceived only research and scholarly activity to be very important; a majority of both groups in their preferred and perceived evaluations rated community service as not important as a criterion for a pay-incentive plan; and among Harcum faculty, effectiveness as a teacher was the only criterion about which both the Harcum and non-Harcum faculty felt dissatisfaction, and seniority was the only criterion free from expressed dissatisfaction. Of the five criterion elements considered, four were ranked by the majority as very important for pay-promotion decisions: effectiveness as a teacher; research and scholarly activity; school service; and seniority. A sample questionnaire is appended. (SW)

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FACULTY- RANKED IMPORTANCE, IN THE 1970s, OF PAY-PROMOTION CRITERIA

The views of 1105 faculty members at seven diverse colleges and universities relating to pay-promotion matters revealed that:

1- virtually all stated that teaching effectiveness should be a major factor: (92%)

2- a majority thought that teaching effectiveness should be more important than they perceived it to be in reality: (56%)

3- of the five criterion elements considered, four were majority-ranked as "Very Important" for pay-promotion decisions. These were:

a- effectiveness as a teacher: (92%)
b- research & scholarly activity: (63%)
c- school service: (52%)
d- seniority (52%)

4- support for a teacher-evaluation procedure: (72%)

5- four of the five teacher-evaluation criteria were majority-ranked:

a- students: (82%)
b- colleagues:(76%)
c- Division chairmen: (70%)
d- Academic Dean (64%)

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"A fundamental problem of all organizations is to motivate their members to perform those activities which will allow the organization to achieve its purposes. One of the primary ways organizations attempt to resolve this problem is to maintain a formal incentive system which provides members with promotions and salary increases in return for performing specified services. (1)

In recent years, the incentive systems used by colleges and universities have been subject to critical review, with much of the discussion centering on the relative importance of teaching and research. In the judgement of faculty members, how important should various criterion elements be for evaluation of faculty performance? For example - should research productivity be considered

(1) Gaff, Jerry G & Wilson, Robt. C. "The Relationship Between Professors' Views of the Formal Incentive System and Their Career Status" (Paper read at Western Psychological Association meeting: Vancouver, British Columbia: 1969)

more important than teaching effectiveness in decisions regarding promotion and salary? Also the related question - in reality, how important are the various criterion factors in the evaluation of faculty performance?

In the 1970s, a questionnaire (Appendix A) was distributed to all Harcum Junior College faculty, (a two-year, independent, private junior college in Bryn Mawr, Pennsylvania). A total of 36 responded, or 70%. The percentages reported in the following discussion do not, in some instances, equal 100% as some did not answer each item, as requested.

The views of the Harcum faculty members are summarized in Tables 1 and 2, below. They are compared with those of some 1069 other faculty personnel at six diverse colleges and universities; a campus of a large state university - a large state college - a medium-sized private university - a medium-sized public junior college - a small denominational university - and a small liberal arts college.

The results of this parallel-perceptions inquiry are presented in Table 1. As is noted - 92% of the non-Harcum group said "Effectiveness as a teacher" should be "Quite" or "Very Important". The Harcum group reported identical 'results'. With two individual exceptions, (e.g., "Research and scholarly activity" and "School service"), less than a majority of each of these groups ranked the remaining criteria in this maximum importance category. Conversely, a majority of the non-Harcum sample ranked "Community service" and "Seniority" in the minimum importance category, as did the Harcum group for "Community service".

It is of further interest to note that in the teaching versus research controversy, among the non-Harcum respondents, at <u>every</u> institution the overwhelming majority thought teaching effectiveness should be highly important. At five of the schools, the faculty said teaching should be more important than research, and only at the state university was it thought that research should

be about equal in importance with teaching.

Table 1

Faculty Ranking of Several Criteria in Pay-Promotion Matters (Preferred Importance

Criterion	Not or Somewhat Important		Moderately Important		Quite or Very Important	
1. Effectiveness as a teacher	4%	(2%)	8%	(6%)	92%	(92%)
2. Research and scholarly activity	36	(11)	40	(26)	16	(63)
3. School service	--	(32)	44	(41)	52	(27)
4. Community service	72	(51)	20	(28)	4	(21)
5. Seniority	20	(61)	60	(25)	16	(14)

( ) = Non-Marcum respondents.

In addition to the results reported in Table 1, three Marcum faculty considered one of the following to be "Very Important":

1- Ability to work cooperatively with other faculty members.
2- Interest in the college.
3- A balance of items 1 through 5 in Table 1.

Two other Marcum faculty also considered "Rapport with students" to be in this "Very Important" category.

The results reported in Table 1 reveal that 92% of the Marcum respondents considered "Effectiveness as a teacher" of top importance, and entirely in keeping with the educational philosophy that junior colleges should be essentially teaching-centered - very few of the Marcum sample - 16% - consider "Research" of maximum importance as a pay-promotion criterion element. Another 'contrast' is noted in the fact that a majority of the Marcum sample (52%) consider Service to School of maximum importance; only 27% of the non-Marcum group opted for this ranking.

The following tabulation summarizes those items selected by a majority of either group sampled:

1. Effectiveness as a teacher:
   92% - Very Important - Marcum
   92% - Very Important - Non-Marcum

2- Research and scholarly activity:
63% - Very Important - Harcum

3- School Service:
52% - Very Important - Harcum

4- Community service:
72% - Not Important - Harcum
52% - Not Important - Non-Harcum

5- Seniority:
61% Not Important - Non-Harcum
60% - Moderately Important - Harcum

Summarizing - a majority of both samples selected the following criteria:

	Harcum	Non-Harcum
1. Effectiveness as a teacher	X	X
2. Research and scholarly activity	X	-
3. School service	-	X
4. Community service	X	X
5. Seniority	X	X

As the above tabulation reveals, with two exceptions, a majority of both groups opt for each of the five criterion elements as significant factors in pay-promotion matters.

Turning to the second major dimension of the questionnaire; i.e. how important faculty perceive these criteria to be in existing pay-promotion matters - Table 2 summaries their collective views.

Table 2

FACULTY RANKING OF Perceived CRITERIA IN PAY-PROMOTION MATTERS

Criteria	Not or Somewhat Important		Moderately Important		Quite or Very Important	
1. Effectiveness as a teacher	20%	(34%)	28%	(27%)	36%	(39%)
2. Research & scholarly activity	52%	(27%)	12%	(20%)	16%	(53%)
3. School service	28	(27)	32	(32)	24	(41)
4. Community service	52	(66)	28	(23)	4	(11)
5. Seniority	20	(38)	16	(20)	52	(42)

( ) = Non-Harcum respondents

In addition to the facts noted in Table 2, three Harcum faculty members considered one of the following to be "Very Important":

1- ability to work cooperatively with other faculty members.
2- influence in school infrastructure.
3- availability of money.
4- whim of President.

As might be anticipated for such a diverse sample of schools, there was considerable variation in the responses. For example - there was at least one-third of the non-Harcum faculty who considered "Seniority" either "Not Important" or "Very Unimortant". This is also the case for "Effectiveness as a teacher". In the case of "Research & scholarly activity" almost a third considered it "Not Important", whereas 53% believed it to be "Very Important".

Of particular interest and significance is the fact that at every institution, including Harcum, the faculty thought that "Effectiveness as a teacher" should be a more important factor than they thought it to be in actuality when pay-promotions matters were considered. This widespread discrepancy between the preferred and perceived criterion elements suggests widespread faculty dissatisfaction with the perceived under-emphasis placed upon effective teaching in pay-promotion matters.

Considering the question of the relative importance of research as a criterion factor in pay-promotion matters, an examination of the data for the non-Harcum schools reveals that at every school except the state university, the faculty thought that "Research & scholarly activity" should ne more important than they perceived it to be. At the state university, the faculty perceived research to be about as important as they thought it should be. If the discrepancy between preferred and perceived importance is a valid index of dissatisfaction level, then there would be a perceived degree of such

dissatisfaction about the under-emphasis given to research, although the degree is not as much as that noted for the under-emphasis of teaching. (For the Harcum sample, equal percentages for both preferred and perceived would suggest no dissatisfaction in this dimension.)

Regarding the "Community service" criterion, the non-Harcum group expressed dissatisfaction; (as reflected in higher preferred than perceived importance). For the Harcum group, equal percentages applied in the preferred and perceived categories.

In contrast - for the non-Harcum group, both seniority and school service were, in general, thought to be more important than they thought these criterion elements should be. For Harcum faculty, "Seniority" this same pattern; however - for "School service" they express dissatisfaction with this criterion in that their preferred importance evaluation was 52% whereas they perceived evaluation was only 24%.

Insofar as the actual versus perceived importance of these criterion elements is concerned, items selected by a majority of the Harcum sample and/or the other faculties are summarized below:

1- Effectiveness as a teacher:
None

2- Research & scholarly activity:
52% - Not Important - Harcum
53% - Very Important - Non-Harcum

3- School service:
None

4- Community service:
12% - Not Important - Harcum
66% - Not Important - Non-Harcum

5- Seniority:
52% - Very Important - Harcum

The criterion elements selected by a majority of either the Harcum or

non-Harcum groups are summarized below in Table 3 which includes both the 'preferred' and 'perceived items.

Table 3

PREFERRED/PERCEIVED MAJORITY-SELECTED ITS FOR HARCUM AND NON-HARCUM FACULTIES

Criterion Elements	Very Important				Not Important			
	Harcum		Non-Harcum		Harcum		Non-Harcum	
	A	B	A	B	A	B	A	B
1, Effectiveness as a teacher	X		X					
2. Research & scholarly activity			X	X		X		
3. School service	X							
4. Community service					X	X	X	X
5. Seniority		X					X	

A = Preferred
B = Perceived

As Table 3 reveals, both groups - in majority numers - prefer "Effectiveness as a teacher" as "Very Important". They do not, however, perceive it to be so in exisiting pay-promotion matters. A majority of the non-Harcum respondents both prefer and perceive "Research & scholarly activity" as "Very Important". And finally - a majority of the Harcum group prefer "School service" as "Very Important" and perceive "Seniority" as "Very Important".

In summary - a majority of the Harcum group prefer "Effectiveness as a teacher" and "School service" as "Very Important" elements in pay-promotion matters, but perceive only "Seniority" as being "Very Important" in such management decisions. Within the non-Harcum group, a majority also prefer "Effectiveness as a teacher", as well as "Research & scholarly activity" as "Very Important" factors in pay-promotion matters. However - they perceive only "Research & scholarly activity" as being "Very Important" in such decisions.

Regarding "Not Important" criterion elements, complete unanimity exists among a majority of both groups regarding their 'preferred' and 'perceived'

unimportance of "Community service". The two other elements considered unimportant are:

1- the perceived importance of reserach by a majority of the Harcum group.
2- the preferred importance of seniority among a majority of the non-Harcum group.

Those areas in which dissatisfaction is expressed - as reflected in the discrepancy between a preferred higher evaluated as "Very Important" and a perceived lower percentage evaluated "Very Important - are noted in Table 4 which follows. Where such dissatisfaction was expressed it is reflected in the table by an "X".

Table 4

DISSATISFACTION INDEX FOR FIVE CRITERION ELEMENTS IN PAY-PROMOTION MATTERS

Criterion elements	Harcum	Non-Harcum
1. Effectiveness as a teacher	X	X
2. Research & scholarly activity		X
3. School service	X	
4. Community service		X
5. Seniority		

As Table 4 reveals, only "Effectiveness as a teacher" is a 'shared' dissatisfaction element for both groups. In addition, it is noted that fewer dissatisfactions were expressed by the Harcum group, and "Seniority" was the only criterion element that was 'free' from dissatisfaction assesment.

In response to the question, "Should there be a formal process to evaluate teacher effectiveness", 72% of the non-Harcum group said "Yes", as did 72% of the Harcum group. Among those answering "Yes", they indicated the following should be involved in the formal evaluation process:

	Harcum	Non-Harcum
1. Students	44%	82%
2. Colleagues	44	76
3. Division Chairmen	76	74
4. Academic Dean	64	36
5. Alumnae-alumni	24	23

A majority of both the Harcum and non-Harcum groups indicated that they believed the following (X'd items) should participate in the formal evaluation process. The only agreement between the two groups was:

1- Divion Chairmen
2- Alumnae-alumni

Recommended Evaluators:

	Harcum	Non-Harcum
1. Students	-	X
2. Colleagues	-	X
3. Division Chairmen	X	X
4. Academic Dean	X	-
5. Alumnae-alumni	-	-

The final questionnaire statement was: "Students are the best judges of how effectively their professors teach". Responding to this question, 52% of the non-Harcym group answered "Yes"; among the Harcum sample, only 32% so indicated. The Harcum respondents offered the following unsolicited comments:

1- Students confuse being entertained with effective teaching. During my own college years, my most enjoyable courses were not always the ones in which I learned the most. Judging effective teaching is a very difficult problem.

2- Students are not the best judges, but they should be consulted.

3- Student judgement should be considered.

4- Not the best; one of the judges.

5- No -but their judgement is important.

6- But not entirely.

7- Too general - some I am sure can make excellent judges.

8- With some limitations.

9- Their judgement has some value but should not be the only factor considered!

10- One of the best, but not the best.

CONCLUSIONS

(Code:- H = Harcum; N-H = Non-Harcum respondents)

1. Virtually all of the faculty in this parallel-perceptions inquiry stated that teching effectiveness should be a major factor in faculty pay-promotion decisions. H = 92%; N-H = 92%.

2.A majority of these faculty personnel thought that teaching effectiveness should be more important in pay and promotion matters than they perceived it to be in actual practice. H= 56%; N-H = 53%.

3. A majority of the Harcum group (52%) perceived only "Seniority" to be "Very Important" in actual pay-promotion decisions, wheras a majority (53%) of the non-Harcum perceived only "Research & scholarly activity" to be "Very Important" in such deliberations.

4. A majority of both groups in their preferred and perceived evaluations rate "Community service" as "Not Important" as a criterion for a pay-incentive plan.

5. Among Harcum faculty, there are fewer dissatisfaction items noted when compared with the non-Harcum group: 2 out of 5 - or 40% vs 3 out of 5 - or 60%.

6. "Effectiveness as a teacher" is the only 'shared' dissatisfaction criterion for these two groups, and "Seniority" the only criterion element 'free' from expressed dissatisfaction.

7. As a junior college emphasizing teaching, not scholarly research, the Harcum faculty group has reflected this philosophy, both in their 'preferred' and 'perceived' evaluations of the importance of research as a "Very Important" criterion element in pay-promotionmatters: 16% 'preferred' and 16% 'perceived'

8. Four of the five criterion elements considered qwere majority-ranked as "Very Important" for may-promotion decisions; either 'preferred' or 'perceived'. These were:

A- Effectiveness as a teacher - 92% - preferred.
B- Research & scholarly activity - 63% - preferred.
C- School service - 52% - preferred.
D- Seniority - 52% - perceived.

9. Both groups indicated very substantial support - both were 72% - for a procedure by means of which teachers may be evaluated in their performance.

10. Four of the five potential teacher-evaluators were majority-ranked:

A- Students - 82% - non-Harcum.
B- Colleagues - 76% - non-Harcum.
C- Division Chairmen - 76% - Harcum.
" " - 74% - non-Harcum.
D- Academic Dean - 64% - Harcum.

11. In view of the variety of schools sampled, as well as the age ranges and academic ranks of the respondents, the general concensus on these items is far more striking than the few differences expressed.

APPENDIX.....

Questionnaire::

1. In promotion and salary matters decisions, indicate how important you believe each of the following should be at Harcum. Please check ONE only for each criterion element listed:

Criterion elements	Not or Somewhat Important	Moderately Important	Quite or Very Important
1- Effectiveness as a teacher			
2- Research & scholarly activity			
3- School service			
4- Community service			
5- Seniority			
6- Other. What?			

2. In promotion and salary decisions, indicate how important you believe each of the following actually is at Harcum. Please check ONE only for each item.

Criterion elements	Not or Somewhat Important	Moderately Important	Quite or Very Important
1- Effectiveness as a teacher			
2- Research & scholarly activity			
3- School service			
4- Community service			
5- Seniority			
6- Other: What?			

3. Should there be a formal process to evaluate teacher effectiveness at Harcum?

___ YES ___NO

4. If answer to 3 above is "YES", who should be involved in the formal process? Please check EACH that applies.

1- Colleagues
2- Division Chairmen
3- Academic Dean
4- Alumnae
5- Students

5. Students are the best judges of how effectively their professors teach:

___YES __NO

* * * * * * * * * * * *

He's a Fool that cannot
conceal his Wisdom.
--- Benjamin Franklin